Requirements and Supports for all Focus Schools 2014/15

	2017/15	
Requirements for All	Supports/	Additional Supports
Focus Schools	Resources Available at No	Provided for Title I
	Cost to All Focus Schools	Focus Schools
Participate in the	https://www.michigan.gov/	District Improvement
Superintendents' Dropout	mde/0,1607,7-140-	Facilitator technical
Challenge	<u>5235 53792,00.html</u>	assistance
The district will conduct	MiSchool Data	District Improvement
data dialogues with Focus	https://www.mischooldata.org	Facilitator will model a
Schools and identify the		process for district
Teaching and Learning		staff to use with Focus
Priorities that are likely to close the gap		School staff using reports from MiSchool
close the gap		Data
Post the identified	AdvancEd website	District Improvement
Teaching and Learning	http://advanc-ed.org/mde	Facilitator technical
Priorities in the Focus		assistance
Diagnostics section on the		
AdvancEd website by		
November 26 to use in		
the revision of the		
School Improvement Plan		
The district will hold its	Education Resource	District Improvement
own professional dialogue	Strategies ResourceCheck	Facilitator will engage
about the system changes	Tool	the district in a
needed to support their	http://erstrategies.org/reso urces/details/resourcecheck	professional dialogue using this tool on the
Focus Schools in rapid change	tool/	AdvancEd website
The district will implement	District Toolkit	District Improvement
the necessary actions to	http://mitoolkit.org	Facilitator technical
facilitate changes in		assistance
support of Focus Schools		
Revise District	MI CSI resources	District Improvement
Improvement Plan	http://advanc-ed.org/mde	Facilitator technical
		assistance
The district will monitor	MI CSI resources	District Improvement
and evaluate the Focus	http://advanc-ed.org/mde	Facilitator technical
School's School		assistance
Improvement Plan		District Insurance and
The district will report to its local Board of		District Improvement Facilitator technical
Education quarterly on		assistance
the progress of its Focus		assistance
Schools		
5610015		

Additional Requirements for Title I Focus Schools

The District will collaborate with the District Improvement Facilitator to create milestones of implementation progress that will be reported to MDE

District Title I Obligation begins in Year 3 of a Focus School's identification (All regular Title I rules apply when using set-asides).

The required district set-aside will be calculated as the sum of 10% of each Focus School's previous year Title I budget, up to a maximum 10% district set-aside. During Year 4, the district set-aside increased to an additional 15% of each Focus School's previous year Title I budget up to a maximum of 15% district set-aside.

All regular Title I rules apply when using set-asides.

In years 3 and 4, a District may choose from the options below:

Option 1: Provide a multi-tiered system of supports that includes scaffolded instruction for SWD and ELL students if the school does not currently implement one. If the school implements such a system, deepen or broaden the scope or enhance the fidelity of its implementation.

Option 2: Professional learning on research-based interventions aligned to building's needs assessment

All regular Title I rules apply when using set-asides. Building Level 10% Obligation beginning in Year 2 of identification

Select at least one of the options below:

Option 1: Professional development on implementation of multi-tiered system of supports and/or scaffolded instruction of students in lowest performing student groups

Option 2: Provide weekly/daily time for teacher collaboration

Option 3: Contract for the administration of Surveys of Enacted Curriculum

Option 4: Contract with the local ISD/ESA for a School Improvement Review or AdvancEd Michigan for a School Diagnostic Review, which will give the school an external perspective on processes that best support student achievement

Option 5: Professional learning about implementing the Essential Elements for teachers with MI-ACCESS students in the bottom 30%

Option 6: Culture/climate interventions, use of time analysis or culturally-responsive teaching interventions as needed